



Behaviour and Relationships Policy

Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

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Introduction

At Queen's Park, we want every child to feel that they belong. Strong, positive relationships are at the heart of our school, creating a community where children feel known, valued and connected. This sense of belonging helps children feel safe, happy and proud to be part of Queen's Park – a place they want to attend, where they can learn, thrive and contribute.

The Purpose of Our Behaviour Curriculum

At Queen's Park, our Behaviour Curriculum teaches children the behaviours, habits and attitudes they need to belong, learn and thrive. Rooted in our values of Kindness, Integrity, Collaboration and Excellence, it sets out clearly what we expect and helps every child understand how to be a positive contributor to our school community.

Positive behaviour should be explicitly taught, modelled, practised and reinforced – not left to chance. Through clear routines, consistent expectations and strong relationships, we help children develop the self-regulation, independence and social skills they need for success at Queen's Park and beyond.

Our approach is informed by Attachment Awareness, alongside DfE guidance and evidence from the Education Endowment Foundation (EEF).

Queen's Park Values

 KINDNESS At Queen's Park, we are proud to show kindness by showing empathy, helping others, and treating everyone with respect.	INTEGRITY  At Queen's Park, we are proud to show integrity by being honest, doing the right thing, and standing up for what is right—even when it's not easy or no one else knows.
 EXCELLENCE At Queen's Park, we show excellence by always doing our best, trying new things, and never giving up—so we can learn, grow, and achieve our goals.	COLLABORATION  At Queen's Park, we work collaboratively which means working together, sharing ideas, and helping each other to achieve more as a community.

Whole school expectations and routines

The whole class routines will be explicitly taught, practised and rehearsed throughout the year. All staff will hold children accountable to ensure a calm school environment with a shared understanding of, 'What we permit is what we promote'.

Queen's Park Routines

Routine	Do Now	Wonderful Walking	Break/Lunch	Tranistion	STAR sitting	Discussion
When will you see it?	Upon classroom entry.	In corridors.	At the end of break times and lunch times.	At then end of all class sessions.	In lessons and assemblies	During discussion
What does it look like?	Every child is greeted at the doorway. Tasks are already on the table/whiteboard. All tasks are short and designed for children to complete independently. All tasks relate directly to the session about to be taught. All tasks are designed to preview or retrieve.	Adults and children walking on the right of the corridor/stairs. Walking through the school silently. Walking in a single line, one behind the other.	The whistle blows and all children freeze. The whistle blows again and all children move to their assigned line up spot. Adults wait to great the children at the line up spot. Children move into school with their adults demonstrating Wonderful Walking	Reset your workstation. Line up in line order, silently. Demonstrate wonderful walking to get to your destination.	Sit up. Track the speaker. Ask and Answer Questions. Respect those around you.	Action: Adult touches temple with forefinger. Response: Children think Action: Adult motions a circle with each hand with forefinger pointing upwards followed by joining forefingers. Response: Children 'Turn and Talk'

How We Teach Behaviour

At Queen's Park, we recognise that behaviour is learned. We therefore teach our expectations with the same clarity, consistency and care that we use when teaching the curriculum through:

Behaviour narration

Adults positively narrate the behaviours they want to see, drawing attention to children who are demonstrating our expectations and values. This reinforces what successful behaviour looks like without interrupting learning.

For example: "Amir has his book open and equipment ready, so he is ready to learn."

Explicit modelling

Adults consistently model the behaviours we expect from children. This includes how we speak to one another, move around our school, listen, collaborate and respond when things go wrong. Adults demonstrate our values through their own interactions.

For example: adults greet children and colleagues warmly, use respectful language and move calmly around shared spaces.

Rehearsal

Important routines are explicitly taught and practised until they become familiar and predictable. Teachers revisit and rehearse routines whenever needed, including after holidays, at transition points or when expectations need to be strengthened.

Positive reinforcement

Adults notice and recognise children who demonstrate our expectations and values. Praise is specific so children understand exactly what they have done well and are more likely to repeat it.

For example: "I noticed how you waited until Maya had finished speaking before you responded. That showed kindness and respect."

Across Queen's Park, consistency matters. Shared language, routines and expectations help children feel safe and secure because they know what to expect, wherever they are and whichever adult is supporting them.

Helping Children to Understand and Regulate Their Behaviour

At Queen's Park, we recognise that behaviour is communication. Children are still learning how to understand their emotions, manage their responses, navigate relationships and communicate their needs. Our role is to maintain high expectations while providing the teaching, modelling, scaffolding and support that enables our children to meet them.

We use a range of approaches across the school. These are not used in isolation or as alternatives to clear boundaries; adults select the right tools according to the child, the

situation and what the behaviour may be communicating.

Connection and relationships

Connection comes before correction. Strong, trusting relationships help children feel safe, valued and ready to learn. Adults model calm, predictable and respectful interactions and seek to understand the child before addressing the behaviour.

We use relational approaches including PACE (Playfulness, Acceptance, Curiosity and Empathy) and WINE (Wonder, Imagine, Notice and Empathise) to help adults respond with curiosity rather than assumption.

Understanding behaviour

Rather than focusing only on what a child has done, adults consider what the behaviour may be communicating. We consider whether there may be an unmet:

- Physical or sensory need – for example, movement, hunger, tiredness or sensory overload.
- Emotional or social need – for example, connection, safety, reassurance or support with relationships.
- Learning or cognitive need – for example, difficulty with attention, communication, executive function, working memory or understanding the task.

Where necessary, adults identify patterns and triggers and work with the child, family and leadership team to understand these more fully.

Understanding emotions and regulation

We explicitly teach children to notice, name and understand their emotions and body signals. Across the school, our Just Right approach provides a shared language through which children can communicate their level of regulation and begin to recognise what helps them become ready to learn.

Other tools may include emotion check-ins, feeling scales, the Hand Model of the Brain, breathing, grounding, movement and sensory strategies.

The aim is to gradually equip children with the knowledge and strategies they need to become increasingly independent in recognising and managing their own regulation.

Understanding other people

Children sometimes need explicit support to understand social situations, different perspectives and the impact their behaviour has on others.

We use tools including restorative conversations, Comic Strip Conversations, social stories, modelling and rehearsal to help children explore:

- What happened?
- What was I thinking and feeling?
- What might somebody else have been thinking or feeling?
- Who was affected?
- What could I do differently?
- How can I put things right?

The purpose is not simply to revisit what went wrong, but to teach the behaviour we want children to use next time.

Adaptation and individual support

Universal approaches will meet the needs of most children. Some children will need additional or individualised support to successfully meet our expectations.

This may include Emotion Coaching, Comic Strip Conversations, Sensory Circuits, key-adult support, personalised visual resources, regulation breaks, sensory/focus tools or adaptations to adult communication. A smaller number of children may require a Self-Regulation Plan, reasonable adjustments (without lowering expectations), risk assessment or specialist advice.

In order to further understand behaviour, staff will use an ABC(C) Chart to identify patterns in behaviour by recording what happened before (Antecedent), the Behaviour, the Consequence, and the possible Communication/function of the behaviour. It helps us move beyond simply recording incidents to understanding what a child may be communicating and what changes or support could prevent the behaviour happening again.

Being fair does not always mean every child receiving exactly the same response. It means maintaining ambitious expectations for every child while providing the support they need to achieve them.

Consequences

- Consequences can be for valued (pro-social), detrimental or dangerous (concerning) behaviours.
- Consequences are not punishments or punitive—they are feedback that behaviour needs reteaching and re-learning
- ‘Fresh Starts’ will be used following a consequence/ reflection time for detrimental or dangerous behaviours. E.G- welcoming warmly back or using phrase ‘tomorrow is a new day’

Behaviour	Consequence	Adult Actions
Valued Behaviours Demonstrating the school values. Being ready, respectful and safe. Listening when someone else is speaking. Following instructions. Following our behaviour curriculum. Using kind and respectful language. Keeping hands, feet and objects to ourselves. Looking after our school and each other. Trying our best and allow others to learn. Taking responsibility and repairing harm. Asking for help when needed.	Stickers House Points Diamond Ticket You’ve Been Spotted Award Hot Chocolate with the Head Communication with Home Star of the Week Award Sports Awards SLT Post Cards End of Year Awards	Public celebration linking behaviours to our values e.g. ‘This reward is to recognise the excellence Jenny has shown in her handwriting,’ or ‘I am awarding this to someone who always demonstrates integrity – they do the right thing even when nobody is watching!’
1.Detrimental Behaviours Low level disruption Interrupting learning Refusal to work Rudeness e.g. eye-rolling, huffing	1. Non-verbal reminder 2. Verbal Reminder	Staff working with children use their voice and body language as their main tool for classroom management. Sometimes a look or word from an adult is sufficient consequence to remind children of the expectations of behaviour.

Off task		Private where possible e.g. gentle hand on shoulder, crouch down beside child and remind in a calm tone. Staff will refer to one of our four values within reminders (kindness, excellence, integrity, collaboration’).
2.Repeated Detrimental Behaviours Repetition of the behaviours listed above	5 – 10 minutes of reflection and rehearsal time of associated valued behaviours during break or lunch time.	Specifically name the detrimental behaviour and link to our values e.g. You are repeatedly disrupting the learning by calling out. This is not demonstrating kindness as you are preventing everyone else from concentrating on their learning.
3.Significant Detrimental Behaviours - Repeated behaviour from 2 or - Refusal to come in/Absconding - Physical retaliation. - Intentional hurting of others (lower level such as scratch, pinch, hit) - Personal insult. - Deliberately damaging property	Full break time reflection and rehearsal time of associated valued behaviours 20 – 30 minutes of reflection and rehearsal time of associated valued behaviours during lunch time. This should be the next available break/lunchtime.	Specifically name the detrimental behaviour and help them to reflect on their behaviour. Use specific reflection tools where appropriate: Comic Strip Conversations Social Story Restorative Conversation Reflection Tool They will identify and rehearse their next step(s) prior to re-integration back into their own classroom. Lost learning time will be caught up in the child’s own time. This could be break or at home. Parent/carers will be informed. Record on CPOMs.

• Swearing (no intent) • Online abuse- in school (e.g.- using google classroom) • Lying/refusing to take accountability for behaviour		
4.Repeated Behaviours from 3	Work in a partner class for the next session: Bumblebees – Fireflies Ladybirds – Dragonflies Glow Worms – Spiders Grasshoppers - Spiders Hornets – Praying Mantis Beetles – Scorpions	As above, and: Adult will welcome child back warmly encouraging a ‘Fresh start’. If property has been intentionally destroyed, we will ask parent/ carers to pay for damage.
5.In response to persistent breaches of 4 behaviour policy, or Dangerous Behaviours such as: • Fighting or more serious intentional hurting (punching, kicking, biting, spitting). • Swearing • Threats to harm or intimidate.	Whole day in another section of the school or Internal Suspension with a member of SLT	As above, and formal letter, behaviour plan and meeting held between school staff and family. Suspension paperwork and suitable learning will be sent home. Where necessary a reintegration meeting will be held with the child and parents before the child returns to school. Targets and adaptations will be written and shared as appropriate.

• Prejudice based language with abusive intent (age dependent). • Serious damage to property.		
Repeated level 5 behaviours (to be determined by SLT) Or Intentionally Dangerous Behaviours • Attack of pupil. • Attack of a member of staff. • Bringing a weapon into school. • Persistent disruption	Internal suspension, fixed- term suspension and possible class move.	As above, and: Suspension paperwork and suitable learning will be sent home. Liaison with the LA.

Dealing with bullying

Please see our Anti-bullying policy for details of dealing with bullying including cyber bullying and online concerning behaviour including outside of school hours. Online conduct (e.g. social media misuse) may be sanctioned if it impacts the school community.

Prohibited items

In the very rare case, that we need to search pupil's belongings e.g. school bag, we will follow the guidelines outline in the DfE's latest guidance on searching, screening and confiscation. Senior leaders (along with staff that they authorise) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. Prohibited items are defined in the Education Act 1996.

Prohibited items include:

- knives or other potential weapons
- alcohol
- illegal substances/drugs
- stolen items
- tobacco, vapes and cigarette papers
- lighters, matches and fireworks
- Any other articles that they suspect have been or are likely to be used to commit an offence, cause personal injury or damage to property.

Any search by a member of staff for a prohibited item will be recorded in CPOMS. This is irrespective of whether an item is found.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Education and Inspections Act 2006](#) (sections 88-94)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Searching, screening and confiscation at school](#)

[Use of reasonable force in schools](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Supporting Documents and Training

1. [Awards and Recognition at Queen's Park](#)
2. [The House System at Queen's Park](#)
3. [Antibullying Policy](#)
4. [ABCC template](#)
5. [Just Right Approach](#)
6. [Reintegration Form](#)
7. [Daily Reflection Sheet](#)
8. [Just Right Profile Template](#)
9. [Restorative Conversation](#)
10. [Emotion Coaching Script](#)
11. [WINE](#)
12. [PACE](#)
13. [Practical Strategies for In-Class Regulation](#)
14. [Comic Strip Conversations Training](#)
15. [Steps to Drawing a Comic Strip Conversation](#)
16. [Emotion Coaching Training](#)
17. [De-escalation Training](#)
18. [In Class Regulation Training](#)
19. [Sensory Circuit Training](#)